

TEACHERS' UNIT GUIDE

UNIT 6

WESTWARD TO THE PACIFIC

by MILDRED CELIA LETTON

Edited by BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE NEW WORLD

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UNIT 6

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- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
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Unit 6

Westward to the Pacific

Time of the Unit

This unit begins in the late 1700's when an American sea captain explored the coast of Oregon and discovered the Columbia River. The exploration and settlement of the Oregon country continued over many years, as the chart shows. Meanwhile, Americans were becoming interested in Texas and California. Pioneers began moving into Texas in the 1820's and into California in the 1830's. The great flood of settlers followed.

AMERICAN PIONEERS PUSH WESTWARD



1800	1820	1840	1860
AMERICANS EXPLORE AND SETTLE OREGON			
		AMERICANS SETTLE IN TEXAS	
			ON TO CALIFORNIA

Walter and Jan Fairservis, American Museum of Natural History, New York

Chapters of the Text Included in the Unit

Chapter 18. Into the Pacific Northwest
Chapter 19. Into Texas and the Southwest
Chapter 20. On to California

Suggested Study Time

3 to 4 weeks

What the Unit Is About

This unit carries forward the story of the great westward movement of Americans to the Pacific.

First we take a look at the people who explored and settled the Oregon country in the Pacific Northwest. Next is the story of Texas and the opening up of the Southwest. Finally we see how Americans became interested in California and pushed the boundaries of the country from coast to coast.

Chapter 18—"Into the Pacific Northwest"—begins with Captain Robert Gray of New England and his discovery of the Columbia River in 1792. A few years later, Lewis and Clark set out on one of the great exploring expeditions in history. We follow them from St. Louis to the Pacific and back again, across the immense wilderness that lay between.

After the explorers came the fur trading companies, then the missionaries and settlers. We see what life was like on the Oregon Trail and how the people set up a representative government of the kind they had lived under in "the States."

Chapter 19—"Into Texas and the Southwest"—tells how Stephen F. Austin went into Texas in 1821 and got permission to bring in a colony of American settlers. Texas was a part of Mexico, the Mexicans having just won their independence from Spain.

Thousands of American settlers poured into Texas. We get the story of these pioneering days and the struggle for independence under Sam Houston. For a time, Texas was a Republic, with a government patterned after that of the United States. Then, in 1845, Texas became a state—the largest in the Union.

The winning of the entire Southwest followed. War with Mexico brought the Southwest and California into the United States.

In Chapter 20—"On to California"—we see how California was for many years a part of Spain's vast holdings in the New World. When the Mexicans won their independence from Spain, California—like Texas—passed under the rule of Mexico. Americans first began to learn

about California by way of the sea. New England sailors, back from the long voyage around the Horn, spoke of a pleasant land with Spanish ways of life.

A few pioneers began to arrive in the 1830's. Among them was Captain John Sutter who built a fort in the Sacramento Valley. Sutter's Fort became a welcoming point for American travelers in the years that followed. And it was one of Sutter's men who discovered gold.

The great discovery was made in 1848 by James Marshall who wrote down how he felt about it. We can sense some of the excitement as we read his words. The exciting years of the Gold Rush followed. San Francisco became the gateway to the

gold fields. So many people came to California that in 1850 it was made a state.

"On to California" tells what the American people did to conquer the immense distances that lay between the East and the growing West. Here we get the story of the building of Salt Lake City, an important stopping point on the long road across the continent. Clipper ships and wagon trains, stagecoach lines and the Pony Express all are part of the California story. Then a railroad was started to link the East with the West. When it was finished in 1869, the continent was spanned. Just eighty years had passed since George Washington became the first President.

Big Ideas to Develop

1. Americans began to learn about the Pacific Northwest from reports of explorers in the late 1700's. Reports came at first by sea and later from the overland expedition led by Lewis and Clark. Explorers told of a rich land of forests, fertile river valleys, and opportunities for trading with the Indians.

2. After the explorers came the fur-trading companies, the missionaries, and the settlers. In the 1840's, thousands of settlers made the long journey in wagon trains on the Oregon Trail from Independence, Missouri, to Oregon.

3. When the first American settlers arrived, the Pacific Northwest did not belong to the United States. The settlers brought with them their own ideas of government and set up a representative

government of the kind they were familiar with. A treaty with England in 1846 brought the Pacific Northwest into the United States.

4. Americans began to settle on the rich cotton-growing lands of Texas in the 1820's. At that time Texas was under Mexican rule. The Texans declared their independence and organized the Republic of Texas with a government patterned after that of the United States. In 1845 Texas became a state.

5. After a war between the United States and Mexico, the entire Southwest and California became part of the United States. These lands—like Texas—had been under Spanish rule, then under Mexican rule. Many of the old Spanish traditions remained.

6. Long before the Southwest became part of the United States, American traders carried on a brisk trade with Santa Fe in what is now New Mexico. They drove their wagon trains along the old Santa Fe Trail.

7. Americans first began to hear about California from New England sailors. In the 1830's a few settlers began to arrive. When gold was discovered in 1848, thousands of people rushed to California which was made a state two years later.

8. An important stopping point on the long road across the continent was Salt

Lake City, built by the Mormons. Through energy and careful planning, these pioneers turned a dry land into a garden spot.

9. Year by year, Americans conquered the great distances that stretched between the East and the growing West. Clipper ships, wagon trains, stagecoach lines, the Pony Express, and the first telegraph all played a part. Then in 1869 a railroad was completed, linking East and West. This was just eighty years after George Washington became the first President of the United States.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in this unit—"Westward to the Pacific."

1. The reports of explorers back from the Pacific Northwest were exciting to people living east of the Mississippi. People were curious about the new country. Many thought they might like to move out there.

Suppose your family had talked about moving west in those early days. What are some of the things you and your family might have wanted to know about the new country?

Ideas to talk about: What the country looked like; whether it was a healthful place to live; whether the Indians would be friendly; how your family might make a living; how you would make the trip.

2. Our West Coast states, Texas, and the Southwest are rapidly growing parts of our country today. What are some of the reasons why people are attracted to these states?

Ideas to talk about: Advantages that you know about if you live in one of these states; first-hand reports of pupils who have traveled in the West or Southwest.

3. In Chapter 4 you learned how the Spaniards built a New Spain in the New World. On the map on page 74, find the sections of our country that once were part of New Spain.

Ideas to talk about: What the Spanish ranches and missions were like; what Coronado had discovered in the Southwest; what the pictures on pages 80-84 can tell you about Spanish ways of life.

Suggestions for Teaching Chapter 18

In this chapter we look at the people who explored and settled the Pacific Northwest. First was Captain Robert Gray of New England in his ship, "Columbia." After him came Lewis and Clark, making the journey overland from St. Louis to the Pacific. Their reports to President Thomas Jefferson did much to interest people in the Pacific Northwest.

The fur-trading companies moved in. Then came the missionaries and the settlers, following the 2,000-mile long Oregon Trail. We see how they lived and set up their own government in a land that became a part of the United States.

Words that may be new

expedition	Walla Walla
Continental Divide	(wöl'ä wöl'ä)
tributary	Willamette River
headquarters	(wĩ lăm'ět)
rendezvous	Puget Sound
(răn'dě voo)	(pũ'jět)
wagon tongue	Sacajawea
49th parallel	(sä kă'jä wă'ä)

A first look at the pictures and maps (before the chapter is read)

In the first picture in Chapter 18, you see members of one of the greatest exploring expeditions in the history of our country. Read the legend to find the names of the two leaders.

Describe the kind of land through which the party is traveling. What are some of the problems explorers might have in this kind of country? What kind of guns are the men carrying? (Page 158)

Who seems to be acting as guide to the party? Why might an Indian be a good guide? How can you tell that this is an exploring party and not a group of settlers moving to a new country?

The map on page 252 shows the route Lewis and Clark followed on their expedition to the West. Read the map legend.

Where did their journey westward begin? What great river did they follow for a long distance?

What does the map tell you about the rest of their journey? What part of the journey is shown in the picture on page 250?

Look at the rest of the pictures in this chapter. In which pictures do you see trappers? In which do you see settlers?

What kind of wagons are the settlers using? Where were such wagons first made? What are they called? (P. 157)

The map on page 256 shows the trail followed by these wagon trains. What was its name?

Notice where the Oregon Trail started and where it ended. Even before you read the story, how do you know this could not have been an easy journey?

A note about the pictures and maps

The pictures and maps in NEW WAYS IN THE NEW WORLD are in themselves rich sources of information. Pupils may be encouraged to study these visual materials with the same care and thoughtfulness that they devote to the text, for

a casual look at a picture or map does not yield all it has to offer.

In the questions and activities which follow are many additional suggestions for using the pictures and maps in this unit. And these are merely samples of the various ways in which the visual materials may be used. Still other ideas for their use will occur to resourceful teachers in the classroom.

Questions and activities which will help develop the big ideas in Chapter 18

1. How did Americans first begin to learn about the Pacific Northwest? What did the New England sailors report about this new country?

2. Why did Lewis and Clark use a keel boat, and not a flatboat, on their trip up the Missouri River? You may want to read again "Flatboats and keel boats" on page 222.

3. Sacajawea came from the high mountain country near the headwaters of the Missouri. Why did this make her useful to Lewis and Clark?

Because Sacajawea was a woman, her presence with the expedition meant to other Indians that the Americans were travelers and not a "war party." Why was this an advantage to Lewis and Clark?

4. President Thomas Jefferson wrote detailed instructions to Captain Lewis before the expedition set out.

The President wrote: "The object of your mission is to explore the Missouri River . . ." He instructed Lewis to find a route from the Missouri to the Pacific "as may offer the most direct & practicable water communication across the continent, for the purpose of commerce."

Use the map on page 252 to show how carefully Lewis and Clark followed this instruction of the President.

5. The President also wrote this instruction to Captain Lewis: "Your observations are to be taken with great pains & accuracy, to be entered distinctly, & intelligibly for others as well as yourself . . ."

Do you think this was a wise instruction? If you do, tell why.

6. President Jefferson was anxious for information about the Indian tribes or nations. He wrote to Lewis: "You will therefore endeavor to make yourself acquainted . . .

with the names of the nations & their numbers;

their language, traditions, monuments;

their ordinary occupations in agriculture, fishing, hunting, war, arts, & the implements for these;"

Why would information of this kind be useful to Americans?

7. One of the members of the class may like to write on the board the way the President signed his letter to Captain Lewis:

Th. Jefferson
Pr. U S. of America

Today, important letters written by the President of the United States sometimes appear in the newspapers. If you see such a letter, bring it to class and discuss it with your classmates.

8. The word *rendezvous* came from the French fur trappers. What does it mean? Use it in a sentence about the Rocky Mountain fur trade.

9. "Fifty-four forty or fight!" was once a famous slogan. Tell what it meant.

Write $54^{\circ}40'$ on the board. This means 54 degrees and 40 minutes. It refers to the parallel which is 54 degrees and 40 minutes north of the equator.

Find the equator on the map of North America on page 8. Find the parallel which is 15° north of the equator. What other numbered parallels are drawn on this map? (30° , 45° , 60° , 75°)

Only a few parallels are drawn on any map, because it would be too hard to read the map if a great many parallels were shown. You can always find *about* where any parallel would be. For example, $54^{\circ}40'$ would be between 45° and 60° , in what is now Canada.

10. Which parallel became the northern boundary of western United States?

(49th) Move your finger along this boundary on the map of North America and also on the map of the United States, pages 8 and 9.

Notice that there are no little "wiggles" in this boundary for hundreds of miles. Compare it with other boundary lines that follow rivers or seacoasts.

11. Each of these people played an important part in the opening up of the Pacific Northwest: Robert Gray, Meriwether Lewis, William Clark, Sacajawea, John Jacob Astor, John McLoughlin, Father De Smet, Dr. and Mrs. Whitman. Tell what each did.

12. Use a reference book to find out more about one of the persons listed above. Select an incident that impresses you especially and tell your classmates about it.

Suggestions for Teaching Chapter 19

This chapter begins in 1821 when Stephen F. Austin went into Texas to get permission from the government to bring in a colony of settlers from "the States." Texas had long belonged to Spain. While Austin was in Texas, Mexico won its independence from Spain, and Texas passed under Mexican rule.

We get the story of the pioneering days when thousands of American settlers moved to Texas and began the long struggle for independence. The Lone Star Republic was organized with a constitution based on that of the United States. Then in 1845 Texas became a state—the largest in the Union.

War between the United States and Mexico brought the entire Southwest into the United States. Santa Fe and the Santa Fe Trail play an important part in this Southwestern story.

Words that may be new

plodded	Natchitoches
weather-beaten	(năk'ĩ tōsh)
bull whacker	San Jacinto
la caravana	(săn jă sîn'tō)
(lă kăr ävă'nä)	Santa Fe
Stephen Kearny	(săn'tă fā')
(kăr'nĩ)	Alamo (ă'lă mō)
Viva la Independencia!	
(vē'vä lă ĩn dē pēn dēn'siä)	
los Americanos	(lōs ämēr ĩ kăn'ōs)

*A first look at the pictures and maps
(before the chapter is read)*

The first picture in Chapter 19 shows the river front in the town of Natchitoches, Louisiana. Find Natchitoches on the facing map. On what river is it?

How can you tell from the picture that Natchitoches was a busy center of trade? Some of the trade came by land and some by river. How can you tell?

Read the legend on the map, page 261, and find the territory colored blue. To what country did this territory belong?

Modern state boundaries are shown to help you find places on this map. Name a big state that was once part of this Mexican territory.

The picture on page 262 shows a wagon train of settlers on the way to Texas.

How is the wagon train crossing the river? Which men may be scouts? The scouts chose this place as a good crossing place. What kind of place do you think would make a good crossing place for teams and wagons?

Tell how the picture on page 265 shows that "freighter" was a good name for the wagons used on western trails.

You can see one of the articles in this trade. What was it? Where are these goods being sent? Find Santa Fe on the map on page 261.

All states named on the map on page 268 were already states by 1848. How many were there?

Notice that Texas was a state. Name others west of the Mississippi.

*Questions and activities which will help
develop the big ideas in Chapter 19*

1. In his journal, Stephen F. Austin described the way eastern Texas looked in 1821. He wrote: "The general face of the country . . . is gently rolling . . . The grass is more abundant and of a ranker and more luxuriant growth than I have ever seen before in any country and is indicative of a strong rich soil—

"The appearance of the Corn through the country proves to me beyond a doubt that the red soil is nearly if not quite as good as the black. . . . This country is tolerably well watered—though springs are not as numerous as I could wish—The creeks are numerous and the water very pure and limpid . . ."

When Americans began to hear reports like this about eastern Texas, why is it not surprising that thousands of families wished to move there?

2. From what section of the United States did most of the early pioneers come to Texas? To make sure, look again at "Settlers from 'the States'" on page 262.

3. What "cash crop" did many of these early pioneers expect to raise? On the map on page 236, notice how far into Texas cotton-growing farmers had moved by 1860.

4. Cotton growing is an important kind of work in Texas today. Find out from a geography or reference book what other kinds of work are important today and report your findings to the class.

Illustrate your talk with pictures that show the leading kinds of work today. One picture may show oil wells. Others may show factories, city workers, beef cattle, fruit growing, and so on.

5. If you were going to retrace the route of the Santa Fe Trail today, through what states would you travel? Look at the map on page 261 and compare it with a modern map, if you wish. U.S. highways follow the old trail closely for many miles.

6. Find Santa Fe on the map on pages 328 and 329. What symbol is used for the city? Use the legend to find out what this symbol tells you about Santa Fe today.

7. Point out a "bull whacker" in the picture on page 266. Suppose you had been a bull whacker on the Santa Fe Trail. Tell about your job to a friend in Independence, Missouri.

8. When people in Santa Fe shouted, "Los Americanos! La caravana!" what did they mean? Which picture shows a "caravana" entering Santa Fe? What would you call it?

Our word *caravan* came originally from the Persian word *karwan* which meant a company of travelers on a journey through desert or hostile country.

9. The word *fording* would be a good word to use in describing what is happening in one of the pictures in this chapter. Which picture is it? (P. 262) If you are not sure what *fording* means, look up *ford* in a dictionary.

Use *fording* in a sentence about the picture.

Suggestions for Teaching Chapter 20

This chapter tells the story of California, beginning in the days when it was a frontier land in Spain's vast holdings in the New World. When Mexico won its independence from Spain, California passed under Mexican rule. Then in the 1830's, a few American pioneers began to arrive.

War with Mexico ended with California and the entire Southwest becoming part of the United States. When gold was discovered in 1848, thousands of Americans rushed to California. They came overland, and by sea. In 1850 California was made a state.

What did Americans do to close the great distances that lay between the East and the West? We see the part played by the Mormons in building Salt Lake City—

and the importance of clipper ships and wagon trains, stagecoach lines, and finally the railroad that linked the East to the West.

The railroad was completed in 1869, just eighty years after George Washington became the first President of the United States.

Words that may be new

Baja California (bä'hä)	Don Portolá (dõn pôr tō lä')
Alta California (äl'tä)	Junípero Serra (hōō nē'pā rō sēr'rä)
rancho "rocker"	John C. Frémont (frê'mönt)
panning gold	Monterey (mõn tē rā')
oasis	Sierra Nevada (sī ěr'ä nē vā'dä)
Sonoma (sō nō'mä)	

*A first look at the pictures and maps
(before the chapter is read)*

The first picture in Chapter 20 shows a party of Spanish explorers in California. How is their path being made? What means of transportation are they using?

Name some famous Spanish explorers that you already know about. The explorers shown in California came more than two hundred years later than such men as Ponce de León and Coronado.

Compare the California picture with Ponce de León's party on page 72. What differences do you notice? Which things look the same?

The map on page 270 shows California before it belonged to the United States.

To what country did it belong? What name was given the land that is now the state of California?

Find Sutter's Fort on the map and in the picture, page 271.

The map on page 272 shows several routes that people used to travel west in the early days. Read the legend.

What different means of transportation are shown? What great mountain barrier did most of these routes cross?

The pictures on pages 275-278 show different means of transportation that people used to travel west.

What different ways are shown? Which of these ways can you find on the map on page 272?

Tell how you would choose to travel to California today. Could you have used this means of travel during the pioneering days?

*Questions and activities which will help
develop the big ideas in Chapter 20*

1. What city now stands on the spot where Captain Sutter built his fort? Find Sacramento on the map on page 272. According to this map, what routes of travel met at Sacramento?

2. Today, many visitors go to see Sutter's Fort Historical Monument in Sacramento. Of the original fort, the central building still remains. You can see part of this building through the open gate in the picture on page 271. The outer wall was destroyed about a hundred years ago, but an adobe wall like it has been reconstructed by the State.

If any member of the class has seen Sutter's Fort, perhaps he can tell the rest of the class what it is like.

3. You might like to compare Captain Sutter's description of his fort with the picture on page 271. He wrote: "I built one large building and surrounded it with walls . . . The walls enclosed about five acres. They were of adobe blocks about two and one-half feet thick . . . I then erected other buildings—bakery, mill, blanket factory, all inside."

4. A traveler who visited Sutter's Fort the year gold was discovered had this to say: "Riding up to the front gate, I saw two Indian sentinels pacing to and fro before it . . ."

In the picture on page 271, find the Indian sentinels. Their uniforms were supplied by Captain Sutter.

5. When the Mormons began the long journey westward, tell what they did which shows careful planning.

Why was it wise for pioneers to plan carefully for the long journey overland?

What kinds of accidents and dangers did leaders of wagon trains try to prevent?

6. Where did the Mormons finally settle? On the map on page 272, find the city they built. In what state is Salt Lake City?

Did the Mormons begin to build their city before or after the Gold Rush began? Tell how you decided upon your answer.

7. In his story of how he discovered gold, James Marshall speaks of "my usual walk along the race." What was the "race"?

Tell what you think a *millrace* is; then look up the word in a dictionary to be sure your idea is correct.

Think of words you use that are short for other longer words. *Bike*, for example, is short for *bicycle*, *mike* for *microphone*, and so on.

8. Learn the tune of "Oh, Susanna!" and then make up new words to fit the music. Your words can tell about your life as a forty-niner.

9. Give an example of the high cost of living for the forty-niners. How many eggs can you buy for a dollar?

Why do you think some men went into farming or business instead of hunting for gold?

10. Use the picture on page 274 to explain how men mined gold during the Gold Rush. Why was expensive mining machinery not needed?

Find the "rocker" in the picture. This is sometimes called a "cradle." Can you suggest a reason why?

11. Why was the Pony Express no longer needed after 1861?

The first practical telegraph had been developed a number of years earlier by

Samuel Morse. In 1844, Morse was ready to put his telegraph in operation between Baltimore and Washington, D.C.—a distance of about 35 miles. The first message was: "What hath God wrought?"

By 1861, telegraph wires were stretched from coast to coast.

12. Have you ever received a telegram on your birthday? Tell what the message was. What is another common word for a telegram? (a wire)

Look up *Telegraph* or *Morse Code* in an encyclopedia to find out how messages are sent along a wire. Explain what is meant by "dots" and "dashes."

13. Some airplanes are named "clippers." Can you suggest why?

Describe a clipper ship in your own words. Did you mention the long slim lines of the ship and the long bow? *Bow* rhymes with *how*. Point out the bow, or forward part of the ship, in the pictures on pages 275 and 276.

14. You read that the clipper "Lightning" set a record by sailing 436 sea miles in a day. Another name for a *sea mile* is a *nautical mile*. A sea mile is slightly shorter than a land mile.

In 1952, the liner "United States" set a record by sailing 869 sea miles in a day. But many modern passenger liners sail no faster than the clippers did.

15. *Trans* means *across*. Why is *transcontinental* a good word to use in describing the railroad shown on page 278?

16. With other members of your group, dramatize the completion of our first transcontinental railroad. Make a list of the actors you will need. Be sure to include the engineers and firemen of the two facing locomotives.

Pulling Together the Big Ideas in the Unit as a Whole

1. Suppose you had been born the year George Washington became the first President. What year was it? (1789) How old would you have been when the first railroad was completed that linked our country from coast to coast? (80 years old in 1869)

Name some of the great accomplishments Americans made in those eighty years.

2. When George Washington was President, in what part of this continent did most Americans live? Point to the land east of the Appalachians on the map on pages 8 and 9.

3. Even in George Washington's time, Americans were already moving west. What did people mean by "the West" in those days? Find this land west of the Appalachians on your map of the United States.

4. By the time the first transcontinental railroad was completed, Americans talked about the West in much the same way as we do today. Where you live, what do people mean when they speak of "the West"?

5. When the last spike was driven in place, how was the news flashed across the country? Coast-to-coast telegraph service was still something of a novelty to Americans in 1869. How long had they had such service? You may need to look again at the last paragraph on page 277.

6. What invention do we have today that makes it possible for us to watch a great event, such as the driving of the last spike, at the moment it is happening?

Notice that *telegraph* and *television* both begin with the same letters. *Tele* comes to us from the Greek and means *far* or *far off*. Name other words which begin with these letters—*telephone*, *telescope*, etc. Explain how each one has something to do with the idea of "far off."

7. In the picture on page 275 you see part of one of the great harbors of the world. How can you tell that San Francisco was a busy seaport?

Find San Francisco Bay on the map on pages 8 and 9. Notice the narrow entrance or gateway to the Bay. This is the Golden Gate. As you can see, the Bay is large and roomy and well protected from the open ocean. Why is this an advantage to shipping?

In a geography, find a picture of San Francisco that shows that it is a busy seaport today.

8. People who live in rapidly growing cities have many special problems to solve.

In San Francisco, for example, the people had the problem of gangs of thugs who tried to take over the city government at the time of the Gold Rush. A group of businessmen and other citizens organized a Vigilance Committee to hunt out the gang leaders. Finally, a reform government brought law and order to the city.

Name some of the special problems which rapidly growing communities have today. Did you think of the need for new schools, more hospitals, more bus lines, and greater fire protection?

How can people in a community set to work to solve some of these problems?

9. Texas, Oregon, California, and other states you read about grew rapidly in their early years and are growing rapidly today.

Select one state and use an almanac or encyclopedia to find out how rapidly it has grown. Write down what the population was about a hundred years ago and what it is today.

You might also take note of big jumps in population, for example, the great increase of 1950 over 1940.

Look up information of the same kind about your state and make a brief report to the class.

10. Much of the country between the Mississippi and the Pacific is very beautiful. Use a reference book to find the names, locations, and special features of

National Parks which the government has created to preserve and protect certain areas.

By using the maps in Chapters 18, 19, and 20, you can find out whether any of the old trails and settlements are now included in the National Parks.

11. Discuss with your group some of the ways boys and girls were able to get an education in the early days in Texas, Oregon, and California. What do you think some of the problems were?

Name some things the pioneers learned that most Americans do not know today. How did the pioneers learn these things?

You have learned how to "read" traffic lights at a street intersection. Why would knowledge of this kind have been of no use to pioneer boys and girls?

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

There is, of course, considerable range in the reading abilities of fifth-grade pupils. The list which follows is a flexible one and takes into account differences in reading ability.

*ADAMS, SAMUEL HOPKINS. *The Pony Express*. ("Landmark Books") New York: Random House, 1950.

An interestingly written, factual account of the organization and opera-

tion of the Pony Express. Average fifth-grade reading level.

ADAMS, SAMUEL HOPKINS. *The Santa Fe Trail*. ("Landmark Books") New York: Random House, 1951.

An exciting account of the first wagon expedition over the Santa Fe Trail. The early chapters provide the background of Spanish and pioneer explorations of the Southwest. Average fifth-grade reading level.

*ANDERSON, A. M. *Fur Trappers of the Old West*. Chicago: Wheeler Publishing Company, 1946.

A story of the life of Jim Bridger, told in an easy, yet readable style that will

have appeal for slower readers. Gives an interesting picture of the life of the early fur trappers. Easy reading for fifth grade.

BARROWS, PARKER, and SORENSEN. *The American Continents*. New York: Silver Burdett Company, 1954.

Suggested for reading at this time are the following: *On the Western Plains, California and Gold, Winning the Oregon Country, Between the Great Mountains, The Coming of the Railroads* (pages 66-93). Also recommended is *Western United States*, pages 187-201, dealing with ways of living in the West today. Maps and pictures. Commonly used in fifth grade.

*BAUER, HELEN. *California Gold Days*. Garden City: Doubleday and Company, Inc., 1954.

The history of the California gold rush, with a description of the places that may still be seen today as relics of the period. Excellent photographs. Easy reading for fifth grade.

*BAUER, HELEN. *California Mission Days*. Garden City: Doubleday and Company, Inc., 1951.

The story of the early settlement of what is now California by the Spanish. Life in the missions is vividly described and the remains of the missions that may be seen by tourists today are described and located. Illustrated with photographs. Easy reading for fifth grade.

BENNETT, ELIZABETH H., DOWSE, MABEL B., and EDMONDS, MARY D. *High Road to Glory*. New York: Silver Burdett Company, 1947.

Especially recommended in connection with this unit are stories on pages 78, 97, and 180. Advanced reading for fifth grade.

COOK, MARION BELDON (ED.). *Stories from the West*. ("Children of the U.S.A.") New York: Silver Burdett Company, 1946.

Stories about boys and girls in each of the western states. Commonly used in fifth grade.

*DAUGHERTY, JAMES. *Marcus and Narcissa Whitman: Pioneers of Oregon*. New York: The Viking Press, Inc., 1953.

A vigorous, full-bodied biography of Marcus and Narcissa Whitman that vividly portrays for the reader the hardships and dangers of their life in the West. Advanced reading for fifth grade.

*DAUGHERTY, JAMES. *Of Courage Undaunted: Across the Continent with Lewis and Clark*. New York: The Viking Press, Inc., 1951.

Drawing freely on the materials in the diaries of Lewis and Clark, the author has told of their trek across the continent. Advanced reading for fifth grade.

DAUGHERTY, JAMES. *Trappers and Traders of the Far West*. ("Landmark Books") New York: Random House, 1952.

A gripping adventure tale of John Jacob Astor's two expeditions—one overland and one around Cape Horn—to establish a fur-trading post in the Pacific Northwest. Advanced reading for fifth grade.

- *GRAHAM, VERA M. *Treasure in the Covered Wagon: A Story of the Oregon Trail*. Philadelphia: J. B. Lippincott Company, 1952.

The true story (based on her great-grandfather's diary) of a small girl who traveled over the Oregon Trail. The "treasure" is her beloved little organ, snugly packed in one of the Conestoga wagons, which she manages to persuade her family to take along, and which is used to play for the first real wedding in the new settlement. Average fifth-grade reading level.

- *HENDERSON, LE GRAND. *Why Cowboys Sing in Texas*. Nashville: Abingdon-Cokesbury Press, 1950.

A humorous account, told in folk-tale style, of why cowboys sing to the cattle at roundup time and on trail drives. Fun to read aloud to a class group. Easy reading for fifth grade.

- *HEWES, AGNES DANFORTH. *Two Oceans to Canton: The Story of the Old China Trade*. New York: Alfred A. Knopf, 1944.

Detailed study of the China trade, which tells how the herb ginseng enabled Americans to compete with the British and other Europeans. Advanced reading for fifth grade.

- *HOFF, CAROL. *Johnny Texas on the San Antonio Road*. Chicago: Wilcox and Follett Company, 1953.

The story of a small boy living in Texas in the first days of its independence. Johnny sets out on a 600-mile journey on the Old San Antonio Road to take a load of meal across the Mexican border. He returns safely with the

gold coins which he receives in payment, although attacked by bandits. A good picture of this period in Texas history. Easy reading for fifth grade.

- HOWARD, BONNIE C. *On the Trail with Lewis and Clark*. New York: Silver Burdett Company, 1939.

The story of Lewis and Clark's expedition, told from the point of view of the Indian woman who accompanied them. A vivid narrative account. Illustrated. Easy reading for fifth grade.

- JENNINGS, JOHN. *Clipper Ship Days: The Golden Age of American Sailing Ships*. ("Landmark Books") New York: Random House, 1952.

An absorbing account of the clipper ships' role in the growth and development of the country, beginning with the launching, in 1845, of the "Rainbow," first of her line. Considerable technical information about sailing vessels is included. Advanced reading for fifth grade.

- JOHNSON, WILLIAM. *Sam Houston: The Tallest Texan*. ("Landmark Books") New York: Random House, 1953.

An action-packed biography of Sam Houston, hero of Texas' fight for independence and twice President of the Republic of Texas. Average fifth-grade reading level.

- *KJELGAARD, JIM. *The Coming of the Mormons*. New York: Random House, 1953.

The account of the Mormon trek from Illinois to Utah where they settled what is now Salt Lake City. The book is primarily concerned with the life of the

Mormons in Illinois and the move across the country. Average fifth-grade reading level.

*MCNEER, MAY. *The California Gold Rush*. ("Landmark Books") New York: Random House, 1950.

An account of the California gold rush that is based on first-hand reports of experiences in the field. Average fifth-grade reading level.

*NATHAN, ADELE. *The Building of the First Transcontinental Railroad*. ("Landmark Books") New York: Random House, 1950.

The story of the building of the transcontinental railroad. A well-written account that captures the feeling of the rush, danger, and hardship of the work, especially that done on the Pacific side. Average fifth-grade reading level.

*NEUBERGER, RICHARD. *The Lewis and Clark Expedition*. ("Landmark Books") New York: Random House, 1951.

An account of the Lewis and Clark expedition that is easy to read. Average fifth-grade reading level.

*OAKES, VANYA. *Footprints of the Dragon: A Story of the Chinese and the Pacific Railways*. Philadelphia: John C. Winston Company, 1949.

A fictionalized account of the building of the railroad, told through the eyes of the Chinese workmen. Advanced reading for fifth grade.

PINKERTON, ROBERT. *The First Overland Mail*. ("Landmark Books") New York: Random House, 1953.

An exciting story of the first trip made by the Overland Mail Company in 1858 when it carried mail from Missouri to California. Advanced reading for fifth grade.

SMITH, NILA B., and BAYNE, STEPHEN F. *Frontiers Old and New*. New York: Silver Burdett Company, 1947.

"The Railroad Track," pages 308-309, and stories in the section, "On to the West," pages 220-263, are suggested for reading at this time. Commonly used in fifth grade.

*SPERRY, ARMSTRONG. *River of the West: The Story of the Boston Men*. Philadelphia: John C. Winston Company, 1952.

An account of the voyages of John Kendricks and Robert Gray in search of the River of the West, the Columbia. Advanced reading for fifth grade.

STEWART, GEORGE R. *To California by Covered Wagon*. ("Landmark Books") New York: Random House, 1954.

An account of a journey by covered wagon from Council Bluffs, Iowa, to California in the spring of 1844. It was the first group to get a wagon train across the Sierra Nevada. Average fifth-grade reading level.

*THARP, LOUISE HALL. *Company of Adventurers, The Story of the Hudson's Bay Company*. Boston: Little, Brown and Company, 1946.

A complete history of the company from its beginning to the present, featuring prominent personalities of this famous trading organization. Advanced reading for fifth grade.

*TUTT, CLARA. *Across the Shining Mountains: With the Trailblazers of the Northwest*. New York: Exposition Press, 1951.

Accounts of some of the very first men, who were fur trappers, to cross the North American continent. Many crossed in what is now Canada, and some of the information they brought back was used by Lewis and Clark in planning and carrying out their own expedition. Advanced reading for fifth grade.

For the teacher: In addition to the books suggested for the pupils, the following books will be of interest to the teacher.

*DANA, RICHARD HENRY. *Two Years Before the Mast: A Personal Narrative of Life at Sea*. Cleveland: The World Publishing Company, 1946.

DEVOTO, BERNARD. *The Journals of Lewis and Clark*. Boston: Houghton Mifflin Company, 1953.

*EATON, JEANETTE. *Narcissa Whitman, Pioneer of Oregon*. New York: Harcourt, Brace and Co., Inc., 1941.

*GUTHRIE, ALFRED BERTRAM. *The Way West*. New York: William Sloane Associates, Inc., 1949.

Materials from Museums, Historic Sites, etc.

The following leaflets may be obtained at small cost, or free of charge. Many are well illustrated.

Arizona: *Chiricahua National Monument*. Superintendent, Dos Cabezas, Ariz.

Model of an Arizona Gold Mine. Chicago Natural History Museum, Chicago, Ill.

Tumacacori National Monument. Superintendent, Tumacacori, Ariz.

California: *Cabrillo National Monument*. Coordinating Superintendent, Sequoia and Kings Canyon National Park, Three Rivers, Calif.

Sutter's Fort State Historical Monument. Curator, Sacramento, Calif.

New Mexico: *Indians of New Mexico*. Chamber of Commerce, Albuquerque, N.M.

New Mexico: A Brief Introduction to the State. Historical Society of New Mexico, Santa Fe, N.M.

Old Santa Fe: A Guide to the City. Historical Society of New Mexico, Santa Fe, N.M.

Oregon: *McLoughlin House National Historic Site*. Curator, Oregon City, Ore.

Oregon: The Beaver State. Secretary of State, Salem, Ore.

The Astor Column. Chamber of Commerce, Astoria, Ore.

Texas: *San José, Queen of the Missions*. Custodian, San Antonio, Texas.

The Alamo. The Alamo, San Antonio, Tex.

The Battle of San Jacinto. San Jacinto State Park, Route 1, La Porte, Tex.

Utah: *Official Information Service. What to See, What to Do*. Salt Lake City Corporation, Salt Lake City, Utah.

Washington: *Fort Vancouver National Monument*. Superintendent, Vancouver, Wash.

Whitman National Monument. Custodian, Walla Walla, Wash.

Filmstrips

Among the filmstrips that the teacher may want to use in connection with the study of Unit 6, the following especially are recommended for fifth-grade pupils. For a complete listing of filmstrips, see *Filmstrip Guide*, published by the H. W. Wilson Company, New York, in 1954. It is available in many libraries.

THEN AND NOW IN THE UNITED STATES.
Silver Burdett Company, 45 East 17
Street, New York. 1951.

Suggested titles: *Then and Now in Texas. Then and Now in the Rocky Mountains. Then and Now in California. Then and Now in the Pacific Northwest. Then and Now in the Southwest. Then and Now Between the Western Mountains.*

GREAT EXPLORERS. Young America
Films, Inc., 18 East 41 Street, New
York. 1952.

Suggested title: *Lewis and Clark.*

Songs to Sing

Among the songs which may be selected for use with Unit 6, the following especially are recommended. They may be found in NEW MUSIC HORIZONS, BOOK FIVE, published by Silver Burdett Company, New York, in 1953.

Songs of the Sea, pages 8, 25, 67

On the Trail, pages 29, 31

Mountain Songs, pages 22, 48, 183

Cowboy Song, page 7

Songs of Mexico, pages 43, 71, 80

Other Folk Songs, pages 44, 166

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing the tests.

Test 1

Fill the blanks in the following sentences with the missing word or words.

1. When Captain Robert Gray explored the Pacific coast, he discovered a great river. He named it the Columbia.

2. A few years later, the President of the United States sent a group of men to explore the country between the Mississippi and the Pacific Ocean. This exploring party was led by Lewis and Clark.

3. Dr. Whitman became famous for his work as a doctor and a missionary in the Oregon country.

4. When the Mexicans won their independence from Spain, Texas became a Mexican colony. Later, the American settlers in Texas won their independence from Mexico.

5. Texas became a republic with a constitution based on the Constitution of the United States. A few years later, Texas was made a state.

6. Today, the boundary between Texas and Mexico follows the Rio Grande.

7. The Mormons built a settlement

near Great Salt Lake in what is now the state of Utah. Today, this city is called Salt Lake City.

8. At the time of the Gold Rush, the fastest way to travel to California was on a clipper ship.

9. Twenty years later, in 1869, the fastest way to travel to California was by railroad.

10. The news about the "last spike" was carried over the telegraph wires to people in the East.

Test 2

Read the description of each man and write his name in the blank.

Stephen F. Austin 1. He settled colonies of American pioneers in Texas in the early days. Later he was known as the Father of Texas.

Sam Houston 2. He led the Texans in their struggle for independence and conquered the Mexican army. He was called the Liberator of Texas.

Captain John Sutter 3. He welcomed American travelers at his fort in the Sacramento Valley. Gold was discovered on his land.

Thomas Jefferson 4. When he was President of the United States, he bought the Louisiana territory from France. Then he sent Lewis and Clark to explore the country west of the Mississippi.

Brigham Young 5. He was the leader of the group of pioneers who settled near Great Salt Lake. By irrigating the land, they turned it into a garden spot.

George Washington 6. He had become President of the United States eighty years before the first railroad was completed that joined the East and West.

Test 3

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

T F 1. Sacajawea acted as interpreter and guide for the Lewis and Clark expedition.

T F 2. We know very little about this exploring expedition, because Lewis and Clark wrote so little about it.

T F 3. For a time, fur trading was an important business in the Oregon country.

T F 4. Both the Oregon Trail and the Santa Fe Trail started at Independence on the Missouri River.

T F 5. When American sailors began to explore the Pacific coast, they found that English and Russian sailors were trading with the Indians there.

T F 6. American pioneers first began to settle in Texas when it belonged to the United States.

T F 7. Most of the American pioneers in Texas in the early days were Southerners who were interested in growing cotton and other crops.

T F 8. American pioneers discovered that California had other riches besides gold, and farming soon became the leading industry.

T F 9. Clipper ships were slow boats that took a long time to make the short journey from New York to San Francisco.

T F 10. Many thousands of Americans moved to California, Texas, and Oregon in the pioneer days and built new homes and farms.

Test 4

Each sentence has three endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

- c 1. From St. Louis, the Lewis and Clark expedition went up the
a. Ohio River
b. Columbia River
c. Missouri River
- a 2. Thousands of people traveled to Oregon in wagon trains on the Oregon Trail. Most of these people were
a. settlers with their families
b. fur trappers
c. explorers
- b 3. The big rush of Americans to California began in
a. 1789
b. 1849
c. 1860
- c 4. The two railroads joining the East and the West met near
a. the Pacific Ocean
b. the Mississippi River
c. Great Salt Lake
- a 5. The first important trade route from the United States into Mexican territory in the Southwest was the
a. Santa Fe Trail
b. Oregon Trail
c. Rio Grande
- b 6. The first colonies of American pioneers in Texas made a living chiefly from
a. fur trapping
b. farming
c. gold mining

- c 7. The Pony Express service came to an end because of the
a. first railroad across the country
b. first stagecoach line across the country
c. first telegraph line across the country
- c 8. The first railroad joining the East and the West was finished in 1869. This was only 80 years after
a. Columbus discovered America
b. the landing of the Pilgrims
c. George Washington became our first President

Test 5

Ideas to Write About

1. Tell how people in the West were able to share ideas with people in the East before there was railroad service from coast to coast.
2. Tell about some of the ways Americans have of sharing ideas today.
3. Using the picture on page 254, write a one-page short story about an Indian who came to meet the "mountain men" at a rendezvous.
4. In a paragraph or two, tell how you spent a day with your family on the Oregon Trail. Use the picture on page 257 to help you.
5. Tell why you would have been proud if Lewis and Clark had chosen you to be a member of their expedition. What are some things you might have learned?

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